



Adjuncts: Part Time, Full Awareness

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Problem: -There is little known about the large and diverse population of Adjuncts (Townsend & Twombly, 2007).
-Adjuncts report a lack of outreach and that they often discover information after having needed it (Meixner, Kruck & Madden, 2010).
-Support exists for Adjuncts but can originate from several different departments or campuses and can conflict or become outdated.

Plan: A resource (paper copy handout or electronic version with links) was proposed to a Sinclair Community College Learning Center as a way to streamline their multiple supports for adjuncts.

Rationale: The resource would provide adjuncts with easy access to important, concise information. Communication with Adjuncts is essential and affects their organizational identification (Roueche, 1996). A systems approach advocates aligned resources (Smith, 2007).

Recommended Components to Support Adjuncts

Limitations: Different schools may have different needs. The resource would need yearly revision.

Contacts



Adjunct Support Services
Disability Services
Information Number
Operations
Book Store
Administrative Assistants
Security

On-going Tasks



Complete: Orientation
Certification/training
Attend: Professional Development
Department meetings
Email: Syllabi to department
Grades: Submit on time

Classroom/Teaching



Department Guidelines
Retention Plan
Students benefit from:
-timely feedback
-student-centered teaching
Behavior Concerns: ombud

College Resources



Websites- college, offices, departments
Adjunct handbook
Calendar
Mail/phone information
Copying
Parking

Profession



Benefits: financial, promotion, materials, health, tuition
Connect with Colleagues:
teaching circles, community sites, adjunct directory
Larger Conversation: teaching and content websites, significant readings, professional journals